



DUSD
Parent
University

2017/2018



Hello!

DUSD Instructional Coaches

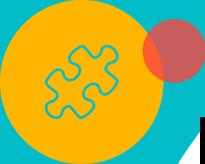
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PRAISE

VS

A STUDY BY CAROL DWECK





Growth Mindset Self Assessment



Growth Mindset

Self Assessment
Scoring

45-60 Points **Strong Growth** Mindset

34-44 Points Growth Mindset with **some Fixed** Ideas

21-33 Points Fixed Mindset with **some Growth** Ideas

0-20 Points **Strong Fixed** Mindset



What **can I do** as a parent to **help my child develop a growth mindset?**

- **Focus on effort** instead of intelligence.
- Give **praise** for trying hard, **persistence, improvement, effort, concentration, strategies, etc.**
- Be **specific** when giving **praise** to your children.
- Explain that the brain is a **muscle** that can **grow** and **develop** with hard work.
- Choose difficult tasks and **encourage** child to **persist when they struggle.**
- Focus on **problem solving strategies**...what will work? What won't?
- **Develop** a culture of hard work and **challenge seeking** in your home.



YOU can help change
your child's **mindset...**

I'm not very good at _____.
YET!!!

"Emphasizing effort gives a child a variable that they can control. They come to see themselves as in control of their success. Emphasizing natural intelligence takes it out of the child's control, and it provides no good recipe for responding to failure."

~Carol Dweck





Now **turn to someone** sitting next to you and **pick one** of the following statements and **make changes** to statement **help foster a growth mindset...**

- ★ Wow, your drawing is so beautiful!
- ★ You are a really fast runner!
- ★ You did this whole assignment perfectly!
- ★ You must be really smart because you didn't make any mistakes on this group project.



STOP SAYING "You are so smart"

AND START SAYING...

1. You tried really hard on that.
2. You never gave up, even when it was hard.
3. You have such a positive attitude.
4. You have really improved on _____.
5. What a creative solution to that problem!
6. You work very well with your classmates.
7. What a great friend you are!
8. I love how you took ownership of that!
9. That was a very responsible thing you did.
10. I like the way you are doing _____.
11. I admire the way you _____.
12. You really handled that situation well because _____.
13. It was brave of you to _____.
14. I love that you are always prepared for class.
15. You did a great job of helping _____ with her assignment.
16. You have taken great care of your desk/locker/book.
17. You remembered to bring _____ to class! Great job!
18. I know I can trust you because _____.
19. I can tell you studied very hard!
20. I appreciate how helpful you were when you _____.
21. You did a great job of participating today!
22. I could tell you worked well with your group because _____.
23. It is so nice that you value other people's opinions.
24. I can tell you tried your very best because _____.
25. You really encouraged your classmates today when you _____.
26. What a creative way to solve that problem!
27. You are not afraid of a challenge! I like that!
28. You thought of that all by yourself!
29. You remembered to _____ (specific skill)! Great thinking!
30. I am so proud that you made that choice.



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Reading at Home



Purpose:

To build word-solving skills, fluency, comprehension, and a love for reading, in a supportive loving environment.

DEPENDING ON INTEREST/KNOWLEDGE OF THE BOOK'S CONTENT, YOUR CHILD'S INDEPENDENT LEVEL WILL RANGE.

Guidelines:

- Sit next to your child while he/she reads so you can see the words/illustrations
- Expect the book to be “less challenging^{**}”

^{**}A Just-Right book should allow for reading with comprehension, few mistakes and sustain focus.



Support and Compliments



Word Solving Support

-When an error is made **WAIT** to give your child a chance to work on it independently.

-If she/he stops at a word, have them try it with one or two word solving strategies before you tell them the word.

-If he/she keeps going after an error, stop them and say, "Try again" or 'Does ___ make sense?' or Does ___ look right?"

Word Solving Compliments¹⁰

- "You used the first letter & checked the picture!"
- "You tried more than one strategy on your own!"
- "Good job trying a different sound!"
- "Great work at looking at the beginning, middle, and end of that word!"
- "Amazing job at sticking with it!"



Support and Compliments



Fluency Support

- **Model** expressive reading and have your child echo read.
- **Encourage** reading not too slow and not too fast, to **sound like a storyteller**.
- **Demonstrate** attending to punctuation (pause at the end of a sentence/add expression based on the punctuation mark).

Fluency Compliments

- “You sounded just like the character would sound!”
- “I noticed you pause at the punctuation marks!”
- “You are reading in phrases, not word-by-word!”
- “Your speed is just right! Not too fast and not too slow.”



Support and Compliments



Comprehension Support

Ask questions that invite recall AND thinking. For example:

- Why do you think _____ happened?
- What do you think _____ means?

Comprehension Compliments

- “You are self monitoring and noticing when something doesn’t make sense!”
- “Your expression is showing you understand what you’re reading!”
- “Great job stopping at times to think about the text before moving on!”
- “Good work at remembering the details!”





Optional Further Reading: [Why Read 20 Minutes At Home](#)



Stages of Writing

Imitation (preschool to first grade)

Graphic Presentation (first & second grades)

Progressive Incorporation (late second - fourth grade)

Automatization (fourth - seventh grade)



Model **Authentic** Writing

Use
Checklists

Aim for **3 Times** a
Week

Orally
Rehearse

Alphabet
Charts

&

Inventive
Spelling



Writing Checklist

Remember
Compliment and
 Choose **ONE**
Suggestion

“I like how (be specific).”

May I offer a suggestion?
 Writers, (be specific).”

Narrative Writing Checklist

	Grade 2	NOT YET	STARTING TO	YES!	Grade 3	NOT YET	STARTING TO	YES!
	Structure				Structure			
Overall	I wrote about one <i>time</i> when I did something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I told the story bit by bit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I thought about how to write a good beginning and chose a way to start my story. I chose the action, talk, or setting that would make a good beginning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I told the story in order by using words such as <i>when, then, and after</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I told my story in order by using phrases such as a <i>little later and after that</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I chose the action, talk, or feeling that would make a good ending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I chose the action, talk, or feeling that would make a good ending and worked to write it well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I wrote a lot of lines on a page and wrote across a lot of pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development				Development			
Elaboration	I tried to bring my characters to life with details, talk, and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I worked to show what happened to (and in) my characters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I chose strong words that would help readers picture my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I not only told my story, but also wrote it in ways that got readers to picture what was happening and that brought my story to life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information
 Opinion/Argument
 Narrative



Math Facts Fluency

Beyond Flash Cards...

I know my child needs to know their math facts...now what?

Point out number “shortcuts” and patterns

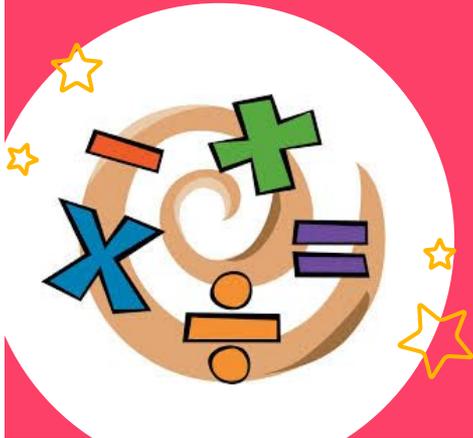
Doubles, Skip Counting, Commutative Property, Making 10, Part-Part-Whole Relationships

Make memorizing a game for your child

Math facts can be practiced anywhere at anytime

Have fun practicing math facts

Add movement, play a game, sing a song, make a rhyme, create a chant



Math Facts Fluency

Beyond Flash Cards...

Games to play to help learn math facts...

Use dice to practice facts

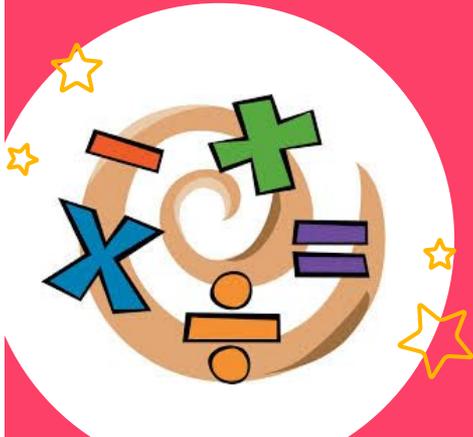
- Roll two dice, have students add/subtract/multiply/divide the two numbers

Play the card game "War"

- In each round, pick an operation and whoever correctly answers faster "wins"

Jump and Hop Math Facts

- Draw a hopscotch board and add math facts instead of numbers
- Practice facts while jumping rope





Shifts in Science Instruction and Content

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<u>1998 Standards-based Instruction</u>	→	<u>NGSS-based Instruction</u>
Rote memorization of facts	→	Facts learned through investigations and as support for explanations
Teachers present information and questions with only one right answer	→	Student-driven discussion of open-ended questions using evidence
“Cookbook labs”	→	Multiple open-ended investigations driven by students’ question that collectively deepen understanding
Worksheets	→	Journaling, reporting, and presentations that explain and argue



How would
you
respond?



What would be your initial response be to your child when he/she asks,
“Why are traffic lights red, yellow, and green?”





Which of these approaches will develop critical thinking in your child?



“The natural impulse for adults is to respond immediately with an answer to every question. However, leaving the questions open for a while keeps the wondering process going for students, and will lead to more observations, more questions, and deeper thinking.”

[\(Cal Academy of Science\)](#)

What might be some questions that would **encourage your child to find the answer and to even ask more questions?**

What might be some questions that would help your child understand **other's perspectives?**

Inquiry-based Learning



Help Your Child Succeed



Thank
you for
coming!

